

Smallworld Pre-School

Leftwich Primary School, Old Hall Road, NORTHWICH, Cheshire, CW9 8DH

Inspection date	30/06/2014
Previous inspection date	12/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good because staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children make good progress.
- Management ensure the safeguarding of children is a clear priority, through effective procedures and recruitment of suitable staff to provide a secure stimulating environment. This means that children feel safe and have confidence to independently explore their surroundings.
- Children are sociable, courteous and well behaved. Praise and encouragement from staff ensures children feel secure and included. This promotes children's emotional well-being.
- Partnerships with parents are well established. This supports a smooth transition between home and the pre-school, which promotes continuity in children's care and learning.

It is not yet outstanding because

- There is room to develop further opportunities for children to learn about diversity, for example, by providing resources that support them to recognise, respect and value difference.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Smallworld Pre-School registered in 2000 and is privately owned. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile classroom in the grounds of Leftwich Primary School in Northwich, Cheshire. It serves the immediate locality and also the surrounding areas. The pre-school is open each weekday from 9am to 11.30am and 12.15pm to 2.45pm term time only. The out of school club is open from 8am to 9am and from 3pm to 6pm during term time and from 8am to 6pm during school holidays, if required. Children attend for a variety of sessions and have access to an enclosed outdoor play area. There are currently 60 children on roll, 43 of whom are in the early years age range. The pre-school receives funding for the provision of free early education for three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently seven staff working directly with the children, six of whom have an early years qualification at level 3 and one who is studying at level 2. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide further opportunities for children to learn about, value and respect diversity, for example, by providing a greater range of resources that reflect the wider community.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in the pre-school, supported by enthusiastic staff that have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff use their knowledge to organise the indoor and outdoor environments very effectively ensuring that children are provided with challenging and interesting activities. They use skilful teaching to support children's communication and language development and constantly listen to what children have to say and respond accordingly. For example, a child tending to a vegetable patch asks staff if they can dig up the radishes. Staff assist them in doing this and explain about the roots on the vegetable and why it is important to wash vegetables before eating them. This extends children's learning about how things grow and provides them with information to ensure they understand about the importance of eating clean vegetables. Children's learning is well supported as they benefit from being able to move freely from indoors to outdoors. They

are encouraged to choose their own activities and are able to independently access these. Resources are well maintained and generally provide children with interest and challenge. However, resources that reflect the diversity of the wider community are less readily available, and as a consequence, children have fewer opportunities to explore and learn about the religion and culture of others. Staff encourage children to actively tidy away toys and this is made easier by the designated areas and storage containers. Children enjoy a good balance of child-initiated and adult-led activities. Story time is carried out during large group activity using a wide variety of props. Staff are skilful in involving all children and ensure children are interested and fully engaged in the activity. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported in the pre-school. For example, staff use picture cards to show children details of routines so they understand what will happen next. Consequently, teaching is good and children make good progress in their learning as they are presented with activities that offer breadth and interest across the seven areas of learning. This enables them to develop very relevant skills to prepare them for school.

Children are confident to talk to visitors and discuss with them their personal interests. Staff listen to children and praise their efforts which helps to promote their emotional well-being. Staff compile a personal file for each child which contains observations and photographs of children participating in a variety of activities. There is a newly improved system to record observations and assessments. This focuses on promoting the effective characteristics of learning during children's activities. Assessments of children are compiled each term and are shared with parents so that they are consistently informed of their child's progress and attainment in a timely manner. Observations are carried out regularly and used to identify children's next steps in learning.

Partnerships with parents are well promoted. Staff skilfully use information provided by parents to help assess children's starting points and develop activities that children are already interested in. Parents are provided with information about the pre-school's policies and procedures. For example, there are folders in the reception area that contain policies and extracts from educational publications to support parents on a wide range of health and educational issues. Parents are kept informed of their child's progress through regular communication and attendance at parents evenings where they are able to view their child's individual files. Children benefit from being attached to the host school and are able to access some of their resources and facilities. This helps children to become accustomed to the school environment. Consequently, children make good progress in their learning and development and are developing relevant skills to prepare them for school.

The contribution of the early years provision to the well-being of children

Children are extremely happy and content to be in this welcoming and stimulating pre-school environment. This is evident from their friendly interactions with each other, their key persons and visitors. Staff support children's emotional well-being by explaining why visitors are present so that children feel safe and secure. Children seek reassurance from staff and are rewarded with kind words and cuddles. Consequently, children's emotional

well-being is promoted well. Staff find out information about the children on entry and use this to help settle children. Carers and parents are very happy with the pre-school and commend staff on their professionalism. Staff teach children to manage their own safety in the pre-school. For example, they remind children to walk carefully on wet floors and encourage them to tidy away toys so the floor area is not cluttered. As a result, children's safety is promoted well.

There is an effective key-person system in place. Each child is assigned a key person and this is shown on a display to inform parents so they know who to speak with if they have a concern. There is a good settling-in procedure, which ensures children form secure attachments with key persons. Staff remind children to use good manners and to be kind and considerate to each other. As a result, children understand what behaviour is expected of them. Children play very well together and share toys and the varied range of resources. Staff praise children's efforts and ensure children are given clear boundaries. Consequently, children are courteous and behave very well. The pre-school maintains good links with the host school and children are familiar with Reception teachers and the school environment. This helps to prepare children for the move to the next stage in their learning.

Children benefit from a well-organised snack time where they are encouraged to serve themselves to a selection of healthy snacks. Staff are aware of any special dietary requirements of individual children. This promotes their physical well-being. Children are offered the choice of milk or water and are encouraged to pour their own drinks. They learn about good hygiene procedures as staff explain why they should wash their hands before eating and after toileting. Consequently, children's independence skills are promoted very well during snack times. Children's routines are well organised so that they have regular access to the outdoor environment. Children really enjoy being outside and move around freely and safely as they explore the outdoor environment. As a result, children benefit from fresh air and regular physical exercise. This helps to promote children's physical well-being and their understanding about the benefits of being active.

The effectiveness of the leadership and management of the early years provision

Children are effectively protected from harm as staff have a secure knowledge of their roles and responsibilities with regard to safeguarding children. Staff request visitor identification and record this in the pre-school's visitors' book. This reminds visitors of the pre-school's mobile phone and camera policy to ensure children are suitably safeguarded. Suitability checks are carried out on all staff and there are effective recruitment procedures in place. Effective risk assessment procedures are in place to ensure that the environment is safe for children. Staff have completed safeguarding training and are confident about their role to protect children in their care. Consequently, safeguarding procedures are good and promote the safety of children.

Teaching is consistently good and ensures that children's learning and development is

given high priority. Staff are well qualified and as a team they consistently plan for and monitor children's learning and the experiences they provide. As a result, children's learning and development is well supported in the pre-school. Management are keen to evaluate their provision and continually make improvements. They aspire to improve the pre-school and have implemented all previous recommendations. For example, access to the outdoor area is now very secure and fully promotes children's safety. Staff attend training courses and use information they have gained from these to develop their practice. For example, a new system to observe and assess children's development has been implemented to ensure that staff are constantly aware of promoting the effective characteristics of learning.

Partnerships with parents are well promoted. Staff liaise with parents on a daily basis to inform them of activities and observations noted. There is a good self-evaluation system in place. Staff seek the views of parents and children and use these to make changes. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. Staff actively seek the help of outside agencies to support children with special educational needs and/or disabilities and for those who speak English as an additional language. Links with other agencies, such as the local authority, are established and accessed as required, to support children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	305301
Local authority	Cheshire West and Chester
Inspection number	867583
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	60
Name of provider	Smallworld Pre-School and Link Club Ltd
Date of previous inspection	12/05/2011
Telephone number	01606 45422

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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